

2nd Lesson (2 hours)

Objectives

- To get students thinking about social situations and ways of transformation
- To get students thinking about unraveling the hidden meanings in visual language
- To research information online
- To have students thought share in a group

Steps

1. **Assigning the presentation topics** : Ss are divided in groups (of 3 it would be ideal) and it is explained to them they will have to decide on the topic of their personal presentation. T will help them understand what they have to do to choose between the 3 categories (gender inequalities, economic inequalities, racial inequalities) and the artworks.
2. We are now continuing with the **third stage** of the given technique, after the teacher has studied the views of the two groups (views that were discussed in the first written assignment), he/she negotiates the critical questions with them.
3. Some examples of critical questions can be the following :
 - Are women still objects of desire in contemporary society, objects to be owned?
 - Does your racial identity defines how you will be treated throughout your life?
 - Are urban spaces places of inclusion or exclusion?
 - Women: still lacking freedom justice at work, still lacking safety at home. Discuss.
 - Do refugees threaten our social structure?
 - Is the growing gap between the very wealthy and everyone else the defining challenge of our times?
 - Is social class still as important today as it was in the past?

However, the T is encouraged to form the critical questions that will emerge from the discussion of the previous stage (**stage 2**). So, they will be totally relevant to the Ss's experiences and beliefs.

4. Stage four : Choosing the artworks

The Ss look in the folder with the various pictures of artworks. They can choose between photos of topics related to the 3 parametres : gender inequalities, economic inequalities, racial inequalities. The T makes sure that the oral presentations will include/present the whole spectrum of inequalities. They all have to decide on a different artwork and artist. Two groups can choose to work on, for example, the same parameter but the artwork and artist have to be different from the other teams to ensure variety.

5. **Stage 5** : After they choose the artwork and artist they want to research , the 4 stages of the **Perkins technique** (1994) are applied. It is also made clear to them that their presentation has to focus on the following (you can also show them the 4 steps in the ppt prepared) :

Step 1 : Start discussing the critical question .What is the theme discussed in the artwork? What is the message that the artist is trying to convey?

Step 2 : Can you recognize any symbolisms? Why are they important? In what ways do these issues matter in today's society? What happens right now in society? Give some facts and discuss.

Step 3 : Analyse the artwork and your findings in more depth. What surprised you or gave you opportunities for deeper analysis? Possibly also ask yourself : Can we take action to improve/change the conditions? How can we react?

Step 4 : Revise all your findings. Were you aware of these facts before working on this presentation? Has this presentation affected you and your beliefs in any way? Explain and discuss.

For these reasons :

- They need to research the artist's bio and work
- They need to study the artwork
- They need to research facts and implications regarding the theme chosen, i.e. poverty/wealth, gender inequalities (related to sex, sexual orientation, etc.) and so on...

The T monitors the Ss following the 4 steps in their analysis.

6. **Stage 6** : In this stage, the Ss have to 'revisit' their initial question(s) and make a critical assessment of their past assumptions on which those which express the present were built. In this way, it is possible to achieve a transformation of a habit of mind.
7. Ss start their research (they can begin with the link provided under their picture). They are given as much help needed to research their topic. They are also reminded that they should : 1. Keep notes and not copy paste material, 2. Copy and store the sources/inks they use to include them in the end of their presentation.
8. **T monitors** but can also help the Ss find as many sources as possible for their presentation.

Note to the teacher : Obviously you do not need to be an art expert to guide your students through this mini course. It definitely helps though to have a love for art. The links that you and your students will find under each artwork are going to give you an ideal start when trying to research and learn more about the ideas that these works try to convey. For a more in depth analysis, you can easily find more articles online about the particular artists. Additionally, regarding the 'change effect' art can have, you can visit the following links if you feel the need to read more about it and be better informed. These are, of course, just suggestions. You can find more online or elsewhere. In any other case, should you feel you want to read more about the issues under discussion and the artists featured here, do not hesitate to contact me.

Some useful references

Can art change society? <https://www.tate.org.uk/art/tate-exchange/can-art-change-society>

How can artists lead dramatic social change?

<https://www.weforum.org/agenda/2017/01/how-can-artists-lead-dramatic-social-change/>